



Child in Care and Post Child in Care Policy

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DOCUMENT VERSION HISTORY		
Revision date	Author of changes	Summary of changes
Autumn Term 2025	Laura Duffin	Legal documents updated. Governors, VSH roles updated. Information Sharing updated. Mental Health updated
Autumn Term 2024	Laura Duffin	KCSIE 2024 Information Sharing section updated
Autumn Term 2023	Laura Duffin	Changes made include: Safeguarding and Suspension sections updated in line with School Bus recommendations and legal policy changes.
Autumn Term 2022	Laura Duffin	Policy templated adopted from School Bus and personalised to Old Basford School. LAC and PLAC changed to Child in Care and Post Child in Care to match with KCSIE 2022 updates.

Statement of intent

Educational achievement and subsequent life chances for Child in Care and previously child in care are of real concern. Pupils who are looked after often require additional support and attention in order to improve their situation.

Old Basford School endeavours to provide positive experiences and offer stability, safety, and individual care and attention for all our pupils. With this in mind, we aim to:

- Encourage pupils to reach their potential and to make good progress in relation to their professional, social and emotional development.
- Ensure that pupils enjoy high quality teaching and a curriculum which meets their needs and the requirements of legislation.
- Plan support for Child in Care realistically and use the school's resources efficiently to ensure the school meets their needs.
- Promote a positive culture in all aspects of school life.
- Help pupils develop their cultural, moral and social understanding.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 1989
- The Care Planning, Placement and Case Review (England) Regulations 2010
- Children (Leaving Care) Act 2000
- Children and Young Persons Act 2008
- Academies Act 2010
- Children and Families Act 2014
- Children and Social Work Act 2017
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- DfE (2018) 'The designated teacher for looked-after and previously looked-after children'
- DfE (2024) 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2023) 'Working together to safeguard children 2023'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Behaviour Policy
- Home-school Agreement
- Anti-bullying Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Child Protection and Safeguarding Policy
- Special Education Needs and Disabilities (SEND) Policy

1. Definitions

"Child in Care" (CIC) are defined as:

- Children or young people who are the subject of a Care Order or Interim Care Order under the Children Act 1989.
- Children who are placed in foster care, children's residential homes, with relatives or friends, in semi-independent or supported independent accommodation.
- Children subject to a Care or Interim Care Order whilst placed with a parent, where the LA has parental responsibility.
- Children who are not subject to an order, but are accommodated by the LA under an agreement with their parents.

"Previously Child in Care" (PCIC) are defined as:

- Children who are no longer looked after by an LA in England and Wales because they have either been adopted or are the subject of an adoption, special guardianship or child arrangements order.
- Children who were adopted outside England and Wales from 'state care' (care that is provided by a public authority, religious organisation, or other organisation whose main purpose is to benefit society).

2. Roles and responsibilities

The governing board is responsible for:

- Complying with their duties under legislation, having regard to [KCSIE](#) guidance and ensuring that policies, procedures and training in the school are effective and comply with the law at all times.
- Adopting a whole-school approach to safeguarding arrangements and child protection, ensuring it is central to the school's processes.
- Holding the school to account on how it supports CIC and PCIC, including how the Pupil Premium+ (PP+) is used and their level of progress.
- Working with the LA to promote the educational achievement of registered pupils who are CIC or PCIC.
- Ensuring the school has a coherent policy for safeguarding and promoting the welfare of CIC and PCIC.
- Reviewing the school's policies and procedures in conjunction with legislation and statutory guidance.
- Ensuring that there are no unintended barriers to the admission of CIC and PCIC either at normal transition or any other point of the school year.
- Appointing a designated teacher (DT), who is appropriately qualified to support the educational achievement of CIC and PCIC. **(Laura Duffin, Sharon Priddle, Lydia Jones and Ellie Baguley)**
- Ensuring the designated teacher for CIC and PCIC has access to appropriate training, resources and support.
- Ensuring that appropriate staff have the information they need in relation to each CIC OR PCIC'S:
 - Legal status (i.e. whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order).
 - Contact arrangements with birth parents or those with parental responsibility.
 - Care arrangements and the levels of authority delegated to the carer by the LA.
- Ensuring that staff have the skills, knowledge and understanding to keep CIC and PCIC safe.
- Ensuring that there are clear systems and processes in place for identifying and reporting possible safeguarding or mental health concerns amongst CIC and PCIC.
- Ensuring CIC and PCIC have equal access to all areas of the curriculum and that reasonable adjustments are made, if necessary.
- Reviewing the report produced by the DT to evaluate the progress of CIC and PCIC in the school.

The virtual school head (VSH) is responsible for:

- Ensuring that arrangements are in place to improve the educational experiences and outcomes of CIC and PCIC placed within and outside the authority.
- Monitoring and evaluating the educational attainment and progress of CIC as if those children attended a single school.
- Ensuring that there are effective systems in place to:
 - Maintain an up-to-date roll of the CIC and PCIC who are attending the school.
 - Gather information about the education placement, attendance and educational progress of CIC and PCIC.

- Ensure social workers, the DT, the school, carers and Independent Reviewing Officers (IROs) understand their role and responsibilities in initiating, developing, reviewing and updating the pupil’s PEP and how they help meet the needs identified in that PEP.
 - Ensure all CIC and PCIC at the school have up-to-date, effective and high-quality PEPs that focus on educational outcomes.
 - Avoid drift or delay in providing suitable educational provision, including special educational provision, and unplanned termination of educational arrangements through proactive, multi-agency co-operation.
 - Ensure the educational achievement of CIC is seen as a priority by everyone who has responsibilities for promoting their welfare.
 - Report regularly on the attainment, progress and school attendance of CIC through the LA’s corporate parenting structures.
- In respect of PCIC’s the VSH will:
 - respond to parental requests for advice and information
 - respond to requests for advice and information from the DT, and build a good working relationship with the DT
 - make general advice and information available to the school to improve awareness of the vulnerability and needs of PCIC, including promoting good practice on identifying and meeting their needs, and guidance on effective use of the PP+

The headteacher is responsible for:

- Appointing the designated teacher for Child in Care and previously Child in Care.
- Allowing the designated teacher the time and facilities to succeed in carrying out their duties.
- Overseeing this policy and monitoring its implementation, feeding back to the governing board on the following:
 - The number of Child in Care and previously Child in Care in the school
 - An analysis of assessment scores as a cohort, compared to other pupil groups
 - The attendance of Child in Care and previously Child in Care, compared to other pupil groups
 - The level of fixed term and permanent exclusions, compared to other pupil groups
- Ensuring all members of staff are aware that supporting Child in Care is a key priority.
- Ensuring PP+ for previously Child in Care is managed effectively.
- Promoting the advantages of actively challenging negative stereotypes of Child in Care.

The designated teacher for Child in Care and previously Child in Care is responsible for:

- Building relationships with health, education and social care partners and other partners so that they and the VSH understand the support available to Child in Care and previously Child in Care.
- Promoting the educational achievement of Child in Care and previously Child in Care at the school; this includes those that left care through adoption, special guardianship or child arrangement orders or were adopted from state care outside England and Wales.
- Acting as the main contact for social services and the DfE.
- Promoting a culture of high expectations and aspirations.
- Ensuring Child in Care pupils are involved in setting their own targets.
- Advising staff on teaching strategies for Child in Care.
- Ensuring that Child in Care are prioritised for one-to-one tuition and support.

- Leading on how the child's PEP is developed and used in school to ensure the child's progress towards targets is monitored.
- Liaising with the SENCO to ensure all pupil needs are met.
- Being vigilant in observing any potential safeguarding concerns that could arise surrounding Child in Care and previously Child in Care due to their increased vulnerability to harm, and reporting these to the DSL as soon as they arise.
- Working with the child's VSH and social worker to develop and implement their PEP.
- Working with the VSH to discuss how funding can be used to support the child's progress and meet the needs identified in their PEP.
- Working with the headteacher to submit a report to the governing board, which details the progress of all Child in Care and previously Child in Care.

DSL is responsible for:

- Keeping up-to-date records of Child in Care's respective social worker and VSH.
- Promoting amongst staff the importance of recognising and reporting safeguarding concerns surrounding Child in Care and previously Child in Care as soon as possible due to their increased vulnerability to harm.
- Where a child ceases to be looked after and becomes a care leaver, keeping up-to-date contact details of their LA personal advisor and liaising with the advisor as necessary regarding any issues of concern affecting the care leaver.

The SENCO is responsible for:

- Ensuring they are involved in reviewing PEP and care plans for Child in Care and previously Child in Care.
- Liaising with the class teacher, designated teacher, specialists and parents when considering interventions to support the progress of previously Child in Care.

Staff are responsible for:

- Being aware of Child in Care and previously Child in Care and providing them with support and encouragement.
- Preserving confidentiality, where appropriate, and showing sensitivity and understanding.
- Being vigilant for any signs of bullying towards Child in Care and previously Child in Care.
- Being vigilant for any signs of safeguarding concerns surrounding Child in Care and previously Child in Care due to their increased vulnerability to harm, and reporting any concerns to the DSL as soon as possible.
- Promoting the self-esteem of Child in Care and previously Child in Care.

3. Personal education plan (PEP)

All Child in Care must have a care plan; PEPs are an integral part of this care plan.

The PEP is an evolving record of what needs to happen for a pupil to enable them to make the expected progress and fulfil their potential. The PEP will reflect the importance of a personalised approach to learning which meets the identified educational needs of the child.

The school with other professionals and the child's carers will use the PEP to support the child's educational needs, raise the child's aspirations and improve their life chances. All relevant bodies, such as the LA, the designated teacher and carers, will involve the child in the PEP process at all stages.

The PEP will address the pupil's full range of education and development needs, including:

- Access to nursery provision that is appropriate to the child's age.
- On-going catch-up support, which will be made available for children who have fallen behind with work.
- Suitable education provided by the LA, where the child is not in school because of suspension or exclusion.
- Transitional support where needed, such as if a child is moving to a new school.
- School attendance and behaviour support, where appropriate.
- Support to help the child meet their aspirations, which includes:
 - Support to achieve expected levels of progress for the relevant national key stage and to complete an appropriate range of approved qualifications.
 - Careers advice, guidance and financial information about FE, training and employment, that focusses on the child's strengths, capabilities and the outcomes they want to achieve.
 - Out-of-school hours learning activities, study support and leisure interests.

The VSH and the designated teacher will ensure that information is included within a Child in Care or previously Child in Care PEP surrounding how they are benefitting from any use of PP+ funding to improve their attainment.

Any interventions supported by PP+ will be evidence-based and in the best interests of the pupil.

4. Working with agencies and the Virtual School Head (VSH)

The school will ensure that copies of all relevant reports are forwarded to the Child in Care social workers, in addition to carers or residential social workers.

The school will work with other agencies to exchange information, such as changes in circumstances, exclusions or attendance issues, taking prompt action, where necessary, to safeguard Child in Care and previously-LAC.

Behaviour management strategies will be agreed between the VSH and the school, to ensure challenging behaviour is managed in the most effective way for that individual child.

The designated teacher for Child in Care and previously Child in Care will communicate with the VSH and child's social worker to facilitate the completion of the PEP.

Through the designated teacher, the school will work with the VSH, social worker and other relevant agencies to monitor any arrangements in place so that actions and activities recorded in the child's PEP are implemented without delay. The designated teacher will communicate with the VSH and agree on how PP+ can be used effectively to accommodate the child's educational attainment and progress.

PP+ for previously Child in Care will be allocated directly to, and managed by, the school. The school will work with the VSH to manage allocation of PP+ for the benefit of our cohort of Child in Care, or previously-Child in Care, and according to their needs. If deemed necessary, the school will allocate an amount of funding to an individual to support their needs.

The designated teacher will ensure consistent and strong communication with the VSH regarding Child in Care who are absent without authorisation.

The school will share their expertise on what works in supporting the education of Child in Care and previously Child in Care.

5. Training

The designated teacher and other school staff involved in the education of Child in Care and previously Child in Care will receive the appropriate training, this includes information about the following:

- School admissions arrangements
- SEND
- Attendance
- Exclusions
- Managing and challenging behaviour
- Promoting positive educational and recreational activities
- Safeguarding

6. Safeguarding

The school recognises that many Child in Care and Post Child in Care have experienced trauma, abuse or complex family circumstances that have led to them being placed in care, and will ensure that all staff are aware that experiences of adversity such as these can leave pupils vulnerable to further harm or exploitation.

All staff will be trained to recognise signs and indicators of safeguarding concerns and will ensure that extra vigilance is practiced in observing and identifying these indicators amongst LAC and PLAC as soon as possible.

Where a looked-after child or previously looked-after child has a social worker, this will inform decisions about safeguarding, e.g. responding to absence from education where being absent from education may increase known safeguarding risks within the family or in the community.

The headteacher will implement appropriate pastoral support services in place throughout the school to ensure that the welfare of Child in Care and Post Child in Care can be adequately protected to the extent that reflects their increased vulnerability.

Staff will be encouraged to report to the DSL any concerns they have over Child in Care or Post Child in Care in line with the processes outlined in the Child Protection and Safeguarding Policy.

Staff will be regularly encouraged to look for signs of bullying and report to the designated teacher if they believe a looked-after child or previously looked-after child is being bullied, as this can have a particularly negative impact on pupils who have early experiences of rejection or abandonment.

7. Pupil mental health

All staff will be made aware that mental health problems can, in some cases, be an indicator that a pupil has suffered, or is at risk of suffering, abuse, neglect or exploitation.

The school is aware that CIC and PCIC are more likely to experience the challenge of social, emotional and mental health (SEMH) issues which can impact their behaviour and education. The school will support the DT in developing their knowledge, awareness, training and skills to support children with behaviour management and mental health.

The DT will work with the VSH to ensure school staff are able to identify signs of potential mental health issues, understand the impact issues can have on CIC and PCIC, and know how to access further assessment and support, where necessary. This includes being “attachment aware” whereby school staff understand the impact of attachment disorders on a child’s emotional development and learning. A whole school approach will be adopted to identify and support pupils with attachment difficulties.

The school understands that the increased frequency of mental health problems amongst CIC and PCIC may present a barrier to adequately identifying when mental health problems are indicative of a safeguarding concern. For this reason, the designated teacher will ensure that they, and all staff who maintain regular contact with CIC or PCIC are vigilant surrounding any changes in the mental health, behaviour, social inclination or mood of these pupils.

A strengths and difficulties questionnaire will be used to help social workers and other relevant professionals to form a view about CIC and PCIC’s current emotional wellbeing. Teachers will complete their element of the questionnaire to assist social workers in their assessment.

The school’s senior mental health lead will work alongside the DT to promote the wellbeing and mental health of CIC and PCIC, and will always either be a member of, or be supported by the senior leadership team and could be the pastoral lead, SENCO, or DSL.

The school will adhere to its SEMH Policy when responding to potential or explicit mental health issues amongst the CIC or PCIC cohort.

Suspension and exclusion

Past experiences of Child in Care and Post Child in Care will be considered when designing and implementing the school’s Behaviour Policy and Suspension and Exclusion Policy.

The school will have regard to the DfE’s statutory guidance ‘Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement’ and recognises that suspending or excluding Child in Care can make them more vulnerable to harm due to not having the protection and opportunities school provides. The headteacher will balance this recognition alongside the need to ensure calm and safe environments for all staff and pupils, devising strategies that take both into consideration.

Where the school has concerns about a Child in Care behaviour, the VSH will be informed at the earliest opportunity. As far as possible, the school will engage proactively with the social worker or carer of an

Child in Care to provide appropriate support for underlying issues that may be causing poor behaviour and improving this behaviour.

As part of the termly review of a pupil's PEP, any concerns about their behaviour will be recorded, alongside information on how they are being supported to improve this and reduce the likelihood of exclusion.

Suspension or permanent exclusion will only be used as a last resort. Permanent exclusion will only occur where there has been serious and/or persistent breaches of the school's Behaviour Policy, or where allowing the pupil to remain in school would seriously harm the education or welfare of others.

Where a Child in Care is at risk of being suspended or permanently excluded, the school will engage with the designated teacher and the pupil's parents, or other individuals involved in the pupil's care. The designated teacher will contact the VSH as soon as possible to work together, and with other relevant individuals, to consider what additional assessment and support needs to be put in place to help the school address the factors affecting the pupil's behaviour and reduce the need for suspension or permanent exclusion.

The school will inform parents that they can seek the advice of the VSH on strategies to support their child to avoid exclusion.

Where a Child in Care is excluded, the school will document the provision of immediate suitable education in the pupil's PEP.

8. Pupils with SEND

Support for Child in Care with SEND, who do not need an EHC plan, will be covered as part of the child's PEP and care plan reviews.

The SENCO, class teacher, designated teacher and specialists will involve parents when considering interventions to support their child's progress. If appropriate, the VSH will be invited to comment on proposed SEND provision for previously Child in Care.

The designated teacher and the SENCO will ensure that Child in Care and previously Child in Care with SEND are supported in line with the Special Educational Needs and Disabilities (SEND) Policy, with extra consideration given to the fact that some of the usual procedures for supporting pupils with SEND may lack applicability for Child in Care, e.g. where Child in Care are in residential care and, thus, will have their EHC plans taken care of by the LA rather than the general stipulation of the place where they are ordinarily resident.

9. Information sharing

The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs.

Staff will be made aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes, as data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

If staff members are in doubt about sharing information and data protection legislation, they will be encouraged to speak to the DSL.

Appropriate and specific arrangements for sharing reliable data will be put in place to ensure that the education needs of CIC and PCIC are understood and met. The arrangements set out will include:

- Who has access to information on CIC and PCIC and how data will remain secure.
- How pupils and parents are informed of, and allowed to challenge, information that is kept about them.
- How carers contribute to and receive information.
- Mechanisms for sharing information between the school and relevant LA departments.
- How relevant information about individual pupils is passed between authorities, departments and the school when pupils move.

School staff will be proactive in sharing information in accordance with data protection principles as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of pupils. This will include sharing information about any adults with whom a pupil has contact, which may impact the pupil's safety or welfare, where necessary.

The school will aim to be as transparent as possible by telling families what information they are sharing and with whom, provided that it is safe to do so.

The school will ensure that copies of all relevant reports are forwarded to the social workers of CIC and PLAC, in addition to carers or residential social workers.

The DT will ensure consistent and strong communication with the VSH regarding CIC who are absent without authorisation.

The school will share their expertise on what works in supporting the education of CIC and PCIC.

The school will coordinate review meetings; for example, **hold their annual review of CIC with their statutory care review.**